SE-4625-MAP
8/06

MICHIGAN DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND EARLY INTERVENTION SERVICES
P.O. BOX 30008, LANSING, MICHIGAN 48909

Direct questions regarding this form to: IDEA –(517) 373-2949

AUTHORITY: P.L. 108-446
COMPLETION: Voluntary. (Failure to file will result in loss of funding.)

FY 2006-2007 Application For IDEA Mandated Activities Projects (MAPs) Under the Individuals with Disabilities Education Act (IDEA 2004)

MAILING INSTRUCTIONS: The application is due by September 15, 2006 for applicants that have a starting period of October 1, 2006.

PART 1. PROJECT IDENTIFICATION

Project Title	Contact Person(s)	
Name of School District or Agency		
Number and Street Address		
City	Zip	District/Agency Code
Telephone: Area Code/Local Number ( )		
I certify that the information submitted in this application is true and correct to the best of my knowledge. The budget was prepared cooperatively by the Program and Business Offices. SIGNATURE OF SUPERINTENDENT or Authorized Official		DATE

Directions: Please complete all items above. The project contact person submits the application to the Office of Special Education and Early Intervention Services. The contact person is knowledgeable about the operation of the project or can direct concerns to the responsible person.

PART 2. FEDERAL CERTIFICATION REQUIREMENTS REGARDING NONDISCRIMINATION, LOBBYING, DEBARMENT AND ADA STATEMENTS; FUNDING ASSURANCES UNDER IDEA

Explanation: Certification statements are issued from the Federal Government regarding Drug Free Workplace, Nondiscrimination Debarment and Lobbying for Grants and Cooperative Agreements and Title II and Title III of the American's with Disabilities Act (ADA). The Drug Free certification is obtained from all school districts from the Department's Federal Grant Office. The other certification statements are included in this section.

This application requires signatures regarding the federal grant assurances. The ISD superintendent or authorized official signs the application indicating the ISD agrees to meet the requirements of the federal grant assurance statements.

Intermediate School Districts and State Agencies are responsible for total project oversight, including auditing expenditure of funds. It is the operating district's/agencies responsibility to assure programs operate according to the state law, Michigan Administrative Rules and the IDEA.

Directions: The ISD superintendent or authorized official signs and dates the certification to verify concurrence and compliance with all requirements.

Grantee agrees to comply with all applicable requirements of all State statutes, Federal laws, executive orders, regulations, policies and award conditions governing this program. Grantee understands and agrees that if it materially fails to comply with the terms and conditions of the grant award, the Michigan Department of Education may withhold funds otherwise due to the grantee from this grant program, any other federal grant programs or the State School Aid Act of 1979 as amended, until the grantee comes into compliance or the matter has been adjudicated and the amount disallowed has been recaptured (forfeited). The Department may withhold up to 100% of any payment based on a monitoring finding, audit finding, or pending final report.

FEDERAL CERTIFICATION ASSURANCES

1. Nondiscrimination

   The applicant hereby agrees that it will comply with all federal and Michigan laws and regulations prohibiting discrimination and, in accordance therewith, no person, on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or disability, shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education or the Michigan Department of Education (MDE).

2. Lobbying for Grants and Cooperative Agreements

   No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of a federal agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with making any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any federal grant or cooperative agreement. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall compete and submit Standard Form – LLL "Disclosure Form to Report Lobbying", in accordance with its instructions. The undersigned shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including subgrants, contracts under gra nts and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

FEDERAL CERTIFICATION ASSURANCES cont.

3. Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions

   The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participating in this transaction by any Federal department or agency. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

   Assurance with Section 511 of the U.S. Department of Education Appropriation Act of 1990 (Applicable only for Federal Programs).

   When issuing statements, press releases, requests for proposals, and solicitations, and other documents describing this project, the recipient shall state clearly: 1) the dollar amount of federal funds for the project, 2) the percentage of the total cost of the project that will be financed with federal funds, and 3) the percentage and dollar amount of the total cost of the projects that will be financed by nongovernmental sources.

4. Americans with Disabilities Act (ADA) Statements

   a. <u>Certification Regarding Title II of the Americans with Disabilities Act (ADA), P.L. 101-336, State and Local Government Services (for Title II applicants only)</u>

      The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title II of the ADA covers programs, activities, and services of public entities. Title II requires that "No qualified individual with a disability shall, by reason of such disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by such entity." In accordance with Title II ADA provisions, the applicant has conducted a review of its employment and program/service delivery processes and has developed solutions to correcting barriers identified in the review.

   b. <u>Certification regarding Title III of the Americans with Disabilities Act (ADA), P.L. 101-336, Public Accommodations and Commercial Facilities (for Title III applicants only)</u>

      The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title III of the ADA covers public accommodations (private entities that affect commerce, such as museums, libraries, private schools and day care centers) and only addresses existing facilities and readily achievable barrier removal. In accordance with Title III provisions, the applicant has taken the necessary action to ensure that individuals with disability are provided full and equal access to the goods, services, facilities, privileges, advantages, or accommodations offered by the application. In addition, a Title III entity, upon receiving a grant from the Michigan Department of Education, is required to meet the higher standards (i.e., program accessibility standards) as set forth in Title III of the ADA program or service for which they receive a grant.

5. Assurance Regarding Access to Records and Financial Statements

   The application hereby assures that it will provide the pass-through entity, i.e., the Michigan Department of Education, and auditors with access to the records and financial statements as necessary for the pass-through entity to comply with Section 400 (d) (4) of the U.S. Department of Education Supplemental for A-133.

FUNDING ASSURANCES UNDER IDEA

CONTROL OF FUNDS

1. The control of funds provided under this Title, and title to property derived therefrom, shall be in a public agency for the uses and purposes provided in this Title, and that a public agency will administer such property and funds and apply them only for the purposes for which they are granted.

2. There shall be no co-mingling of funds; a separate account shall be kept for each Federal grant.

3. All equipment purchased with Federal funds shall be appropriately tagged and an inventory will be maintained.

4. Indirect costs shall not be claimed by more than one district when subcontracts are utilized.

5. The district/agency is in compliance with the provisions of Section 504 of the Rehabilitation Act of 1973.

6. Programs funded with IDEA funds will be in compliance with all applicable Federal and State Laws, rules and policies.

7. School districts/agencies using IDEA funds assure that each project is properly audited.

REPORTS

8. The applicant shall make a project report within 60 days after termination of the project or, in the case of a multi-year project, within 60 days of the termination of the fiscal year from which this phase of the project is funded, and such other reports to the Michigan Department of Education in such form and containing such information as may be necessary to enable the Michigan Department of Education to perform its duties under this Title, including information relating to the educational achievement of students participating in programs carried out under this Title. The applicant will keep such records and afford access thereto as the Michigan Department of Education may find necessary to assure the accuracy and verification of such reports.

9. The "Assurance of Compliance," Form HEW-441 previously filed with the U.S. Department of Education applies to this application.

or

The activities conducted under this project during the regular school activities will be carried out in accordance with the applicable current court order or desegregation plan filed with the U.S. Department of Education, and all other activities will be carried out on a non-discriminatory basis in accordance with the Regulations of the Department (45CFR 80.3) Policies and Procedures.

10. Written agreements shall be kept on file with the applicant agency whenever the agency is subcontracting with another agency for the period stipulated in MDE policy.

11. The project is in compliance with the Michigan General School Law, the State School Aid Act, and the Michigan Administrative Code.

FUNDING ASSURANCES UNDER IDEA cont.

12. The policies and procedures pertaining to confidentiality of personally identifiable information are on file at the Intermediate School District/Agency offices and assessible to the public.

13. The policies are in compliance with Title IX, Education Amendments of 1972, prohibiting sex discrimination in education.

I HEREBY CERTIFY that I have made a diligent and good faith effort to ascertain the completeness and accuracy of the information and representations made in this application and that, to the best of my knowledge, all such information and representations are complete and accurate; that, on behalf of the participating public educational agencies, all state and federal statutes, rules, and regulations governing programming for children with disabilities will be complied with; that I have the legal authority to apply for and receive funds under IDEA and that I have been authorized by the participating public educational agencies to do so on their behalf; and that programs and services for which monies are being sought will be administered by or under the supervision of the participating public educational agencies.

I FURTHER CERTIFY that each participating public educational agency had documentation of its compliance with all applicable state and federal statutes, rules, and regulations on file at its administrative office and that this documentation will be submitted to the Michigan Department of Education upon request or as part of the Department's monitoring responsibilities identified in 34C.F.R.300.

I FURTHER CERTIFY that the budget/expenditure sections of this application/final report were either prepared by or with the cooperation of the business office. I further certify that the agency's accounting records will properly account for the funds.

____ _______________
SIGNATURE OF SUPERINTENDENT or Authorized Official DATE

____
Typed Name and Title

MICHIGAN DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND EARLY INTERVENTION SERVICES
P.O. BOX 30008, LANSING, MICHIGAN 48909

PART 3. PROGRAM CODING SHEET

1. District/ Agency	Legal Name of School District/Agency	Telephone ( )	
	Address	City	Zip Code

STATE USE ONLY

2. Grant Number ....
3. Recipient (School District/Agency) Code..............................
4. Project Number..
5. Approved Amount to Date.. $
6. New Requested Amount.. $
7. Amount of Change (Use minus sign preceding decreases)....... $

R

8. Fiscal Year of Approval Activity... 20

9. Project Dates..

Current State Approved Dates		Revised Dates	
Beginning	Ending	Beginning	Ending

A. Original Approval 1 B. Project Amendment 2

State Consultant____ Date Approved______________________

DISTRICT USE: COMPLETE ONLY ONE BOX	
10. Funding Source	______________________
11. Total Allocation	______________________
12. Total Amount Requested	______________________

Part 3 – IDEA PROGRAM CODING SHEET FOR MAPs

Explanation: The purpose of the Coding Sheet is to systematically collect budget information which is forwarded to the Office of Administrative Services and the Data Processing Unit. School districts/agencies may request payments once they receive an approval letter. Funds may be directly requested on the internet by accessing the Michigan Education Information System (MEIS): ***http://www.meis.mde.state.mi.us/***

Directions: Complete a **separate** Coding Sheet for each IDEA Mandated Activities Project.

- Line 1: Complete district/agency information

DO NOT COMPLETE LINES 2 – 9. THESE ARE FOR STATE USE ONLY.

- Line 10: Complete total allocation amount.

- Line 11: Complete the amount of money requested.
  This should match the total of your budget.

PART 4. BUDGET BREAKDOWN – F.Y. 2006-2007

District/Agency ________________________ Grant Number ____________ Date ____________

Function Codes	Description	Personnel FTE	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000	TOTAL
	TOTALS								
	GRAND TOTALS								

Certification: I certify this budget was either prepared by or with the cooperation of the Business Office, and that the information submitted on this report is true and correct to the best of my knowledge.

Date: ________________ Authorized Official: ________________________________
(Signature)

BUDGET NARRATIVE GUIDE:

Budget Narrative: Provide a detailed budget narrative for each function code listed. Though no Object Codes are provided in the given budget, you would assign those as appropriate per the Michigan School Accounting Manual.

- **Salaries** – give the title of each position, a description of their role and the FTE of that position
- **Employee Benefits** - list out the benefits being provided for each employee.
- **Purchased Services**
- Travel Expense – provide a description of each type of travel to be supported with project funds for employees of the grant such as training events, conferences, regional meetings and workshops. List the positions that will attend, not the name of individuals. These expenditures for grant employees may include but are not limited to overnight accommodations, registration fees, mileage, and meals.
- Contracted Service - provide the name of the person or entity and a detailed description of the service/product to be provided. Costs assigned to this item should include all expenses affiliated with outcome. If there is planning time, travel, or overnight accommodations needed for an individual contracted for this project these expenses should be reflected here.
- Conferences/workshops – provide a list of expenditures incurred by the grant to host a statewide, regional or local conference or workshop. Have expenses detailed as possible, such as facility cost, speaker cost, meals provided to attendees, etc.
- Printing/Copying - describe what materials are being produced under this area, brochures, training materials, booklets, etc.
- Postage
- Stipends, Fees, Honorariums - provide the type of activity and expenses incurred within this area for referent group, regional team meeting, advisory panel, etc. List number of persons receiving funds for their participation in activity.
- **Supplies and Materials** – this includes consumable items and equipment under $500 that are directly related to the purpose of the project.
- Office Supplies – pens, books, paper, etc.
- Equipment under $500 (example: printer)

- **Indirect Costs** – this rate is based on expenses that are not directly charged to the grant. Federal restricted indirect cost rates are sent to school districts yearly and will be the rate used if the fiscal agent is a school district. The Department's policy states universities and colleges are limited to an 8% rate. The Office of Special Education and Early Intervention Services determines the indirect rate of other organizations.

- **Sub-Grants –** grantees may provide sub-grants for purposes of accomplishing project goals and objectives. Provide a list of sub-grantees, what the objective is for the sub-grant, and identify personnel roles of sub-grantees.

- **Audit Costs** – grantees that have been awarded an allocation of $25,000 or more are required to have the project audited yearly. This cost may be charged to the grant.

- **Direct Operation and Maintenance** – list out expenditures for operational functions associated directly with the grant.

- Rent

- Repairs and Maintenance

- **Capital Outlay Equipment** – equipment purchased for the grant that exceeds $500 must have department approval before purchase is made. List out all capital outlay equipment items.

PART 5. CAPITAL OUTLAY REQUEST FORM

State Assigned Grant Number	

TYPE (check one)

☐ Application

☐ Amendment

District / Agency:____

ITEM	QUANTITY	TOTAL COST	RATIONALE / USE

☐ Approved ☐ Denied

____ ________________
Signature of Finance Manager Date

Capital Outlay – Equipment valued at $500.00 or more

PART 5 – CAPITAL OUTLAY EQUIPMENT

Explanation: Equipment is commonly referred to as capital outlay. This includes nonconsumable goods like equipment and furniture that is valued at $500.00 or more. Furniture, such as desks, storage and file cabinets, is usually not allowable capital outlay since these items are ordinarily available in school buildings and organizations. Equipment such as movie projectors, camcorders, televisions, and computers are ordinarily not allowable unless it is proven that such equipment is essential to the project's goals and objectives.

Directions:

- Check the type of grant number (ex. 070490)
- Indicate the district/agency by name and number code.
- Indicate the operating Agency that will house the equipment.
- Complete the following:

  Item: Name the equipment to be purchased as specifically as possible.

  Quantity: Record the quantity requested.

  Cost: State the total cost.

  Rationale: Provide rationale for purchasing equipment.

MDE will return a copy of the district/agency's request form indicating whether the expenditure has been approved or denied.

PART 6 – PROJECT DESIGN

Explanation: A project design is a format for clearly describing how and why you believe a project will work. *Information not requested in a form should be provided in narrative*. Be sure to include all information requested.

ACTION PLAN (Form B)

- Project Outcomes
- Key Activities
- Resources Needed to Implement Activity
- Project Outputs
- Status of Activities/Outputs
- Activity Timeline

EVALUATION PLAN (Forms C & D)

Process Evaluation Plan (Form C)

- Project Outcomes
- Proposed Key Activities
- Criteria for Successful Products/Outputs
- Measurement Tools/Strategies
- Data Collection Schedule/Cycle
- Actual Products/Outputs Results

Impact Evaluation Plan (Form D)

- Project Outcomes
- Criteria for Successful Outcomes
- Measurement Tools/Strategies
- Data Collection Schedule/Cycle
- Baseline Data
- Actual Outcomes Results

Evaluation Plan Narrative

- Data Organization
- Analysis Plan
- Interpretation of Data
- Dissemination Plan

SUSTAINABILITY PLAN (if appropriate for project)

- Replicability Plan

Directions for Project Design

Describe, in detail, the following using the provided forms:

ACTION PLAN (Form B)

The Action Plan outlines the individual activities by year that the project anticipates to accomplish. The following should be included in the Action Plan:

✓ Project Outcomes (short-term, intermediate, long-term)

Project outcomes should describe the benefits or changes for individuals, populations or the environment during or after participating in project activities. Outcomes may relate to behavior, skills, knowledge, attitudes, values, condition, or other attributes. They are what participants know, think, or can do; how they behave; or what their condition is (that is different following the project). The outcomes should be logical, realistic, and represent the project's purpose (responsive to the situation).

The outcomes should be written in measurable terms. The degree of change anticipated for each outcome should be clearly stated. This removes the problem of immeasurable outcomes after the fact.

- Who or what will be changed?
- In what direction?
- By how much?

Outcomes should relate to relevant indicators on the State Performance Plan and should contribute data to the Michigan Department of Education's performance reporting obligations as articulated by MDE and/or the RFP.

Your long-term outcome will be the ultimate outcome a project desires for its clients. It is a meaningful change in status/condition. You may have more than one long-term outcome, in which case, use a separate copy of Form A for each one.

For each long-term outcome, specify the intended short-term and/or intermediate outcomes for each year of the project. Short-term outcomes include changes to environment, participants, and/or populations during the early phases of a project. Intermediate outcomes are benefits to participants, populations and/or environment *during* involvement with the project (including changes in behaviors).

Example of a 3 year project:

YR 1 Outcomes – Participants rate assistive technology training as relevant/useful.

YR 2 Outcome – Participants demonstrate Pre/Post change in knowledge and use of assistive technology.

YR 3 Outcomes – Students use assistive technology daily and demonstrate improved academic achievement.

Note: Outcomes and outputs are NOT the same. Outputs are the products of project activities, usually measured by the volume of results. See the Project Outputs section for examples of outputs.

✓ Key Activities & Corresponding Outcome(s)
Activities are the methods (e.g. strategies, techniques, types of treatments that comprise the project's service methodology) used to accomplish the proposed outcomes. Activities should describe how a project transforms inputs to fulfill its outcomes. Indicate which data will be collected and when in this column.

Also, in the sub-column, indicate which outcomes each activity supports.

Consider the following when determining Key Activities:
- *Activities are aligned with outcomes;*
- *Activities are supported by research based practices; and*
- *Activities are congruent and/or supportive of other initiatives, if possible.*

✓ Resources Needed to Implement Activity
Include all material and human resource needs that will support the key activities. Identify who has primary responsibility for overseeing the activity through completion.

✓ Project Outputs
Outputs are the direct products of program activities and usually are measured in terms of the volume of work accomplished. Outputs also include products produced or deliverables such as manuals, software and assistive technology. Include outputs anticipated for each activity.

Examples:
- *Three classes taught*
- *1500 educational materials distributed*
- *100 hours of service delivered*
- *500 participants served*

✓ Status of Activities/Outputs
This column is left blank at the time the application is completed. The status of activities begun and outputs completed should be included and/or updated for the mid-year and end-of-year progress report.

✓ Activity Timeline
Attach a timeline (e.g. pert chart) which indicates which activities begin each month and when the output of that activity will be completed.

Examples:
- *Activity: Produce new edition of a directory for service providers. Production begins 2/19/06. Directory completed 7/31/06.*
- *Activity: Provide training in implementing of a program. 3 training sessions conducted in March 2006.*

EVALUATION PLAN (Forms C & D)

A project's evaluation serves two major purposes:

1. To help the project improve services/activities; and
2. To determine if the project is accomplishing the intended outcomes.

There are three parts to the evaluation plan. Part I addresses Process Evaluation: How effective was the project at conducting proposed activities? Part II addresses Impact Evaluation: Did the activities result in identified outcomes? Part III is the Evaluation Plan narrative.

Part I: Process Evaluation Plan (Form C)

✓ Project Outcomes (short-term, intermediate, long-term)
Refer to your Action Plan for the project's outcomes.

✓ Proposed Key Activities
Refer to your Action plan for the project's activities.

✓ Criteria for Successful Products/Outputs
The criterion indicates what the intended results are for that activity.

> *Example:*
> *80% of participants rating training as satisfactory*

✓ Measurement Tools/Strategies
Identify the most appropriate data collection process to gather the data necessary to determine if the intended results have taken place.

> *Tools/Strategies may include:*
> *Students, teachers, principals, central office personnel, parents, others within the community, partner organizations, institutes of higher learning, outside experts, local databases, documents, records, reports, etc.*

✓ Data Collection Schedule/Cycle
Indicate when the data will be collected. This information should be congruent with your Action Plan.

✓ Actual Products/Outputs Results
This column should be left blank at the time the application is completed. Evaluation results should be included and/or updated for the mid-year and end-of-year progress report.

Part II: Impact Evaluation Plan (Form D)

✓ Project Outcomes (short-term and intermediate)
Refer to your Action Plan for the project's outcomes.

✓ Criteria for Successful Outcomes
The criterion for success defines the intended level of success expected as a result of the described outcomes.

> *Example:*
> *90% of participants in the assistive technology program know about and regularly use the technology.*

✓ Measurement Tools/Strategies
Identify the most appropriate data collection process to gather the data necessary to determine if the intended results have taken place. Identify what information will need to be collected/measured to assess indicators and who will provide the information. Remember that the quality of your conclusions rests on the quality of the data gathered. Select data that will help measure the intended outcomes. Consider what data might contribute to the Michigan Department of Education's performance reporting obligations. The more data sources and the greater variety of data collection methods used typically increases the credibility and value of the evaluation.

Data collection can be both time consuming and costly so it is important to select methods that uphold the integrity of the evaluation.

> *Data collection methods may include:*
> *Surveys, questionnaires, tests, interviews, case studies, logs, focus groups, observations, rating scales, etc.*

✓ Data Collection Schedule/Cycle
Indicate when the data will be collected. This information should be congruent with your Action Plan.

✓ Baseline Data
Include the standard or reference point against which others can be compared and evaluated throughout the years of the project. In your Evaluation Plan Narrative, explain how the baseline was established.

✓ Actual Outcomes Results
This column should be left blank at the time the application is completed. Evaluation results should be included and/or updated for the mid-year and end-of-year progress report.

Part III: Evaluation Plan Narrative
Explain how the data collected will be transformed into coherent information through careful data organization, analysis, interpretation, and dissemination. Be sure to consider the type of data collected, and the intended use(s) or user(s).

Discuss how the data analysis can contribute to the Michigan Department of Education's performance reporting obligations.

Address the subcategories below (the questions serve as a guide, but are not all inclusive):

Organization
- How will the data be organized, sorted, and arranged?
- How will data be archived?
- How will missing data be handled?

Analysis

- What types of data analysis will be used to examine the data?
- What information will be available for the mid-year and final reports?
- How will stakeholders and MDE staff be involved in the analysis process?

Interpretation

- How will the data be interpreted?
- Who will interpret the data?
- How will stakeholders and MDE staff be involved in interpreting the data?
- How will the data be used for continuous improvement of the project?

Dissemination

- How will the data be presented so that it is easy to read?
- Who will receive the final report?
- How will the final report be disseminated?
- How might the report be disseminated beyond the stakeholders of the project?

SUSTAINABILITY PLAN (if appropriate for the project)

The sustainability plan shows how the project will sustain itself beyond the grant cycle and how other stakeholders will be informed of the project.

✓ Plan for replicability or dissemination
If it is expected that the project will expand beyond the scope of the project or will be made available to other interested stakeholders, provide a plan for how that might happen.

Adapted from national.unitedway.org and Killion, J (2002). Assessing Impact: Evaluating Staff Development. National Staff Development Council. 8/25/05

Part 6 – Project Design
Form B: ACTION PLAN

Name of Project:
Project Director:
Fiscal Year:

Long-Term Project Outcome:

Fiscal Year ___ Short-Term and/or Intermediate Outcome(s):
1.
2.
3.

Key Activities & Corresponding Outcome(s) Write number from above Outcome -->	Out-comes	**Resources Needed to Implement Activity** (Include primary person responsible)	**Project Outputs**	**Status of Activities/Outputs**

Form C: PROCESS EVALUATION PLAN

How effective is the project at conducting the proposed activities?

Name of Project:
Project Director:
Fiscal Year:

Long-Term Project Outcome:

Fiscal Year___ Short Term and/or Intermediate Outcome(s)
1.
2.
3.

Proposed Key Activities (from Form B: Action Plan)	**Criteria for Successful Products/Outputs**	**Measurement Tools/Strategies**	**Data Collection Schedule/Cycle**	**Actual Products/Outputs Results**

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Form D: IMPACT EVALUATION PLAN

Did the activities result in identified outcomes?

Name of Project:
Project Director:
Fiscal Year:

Project Outcomes (from Form B: Action Plan)	**Criteria for Successful Outcomes**	**Measurement Tools/Strategies**	**Data Collection Schedule/Cycle**	**Baseline Data**	**Actual Outcomes Results**